

2013 - 2015 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS

EDA 0.0	Agency Summary
DEPARTMENT OF EDUCATION	
John Huppenthal, Superintendent of Public Instruction	
(602) 542-2843	
A.R.S. § Title 15 et seq.	
Plan Contact: Pat Childress, Deputy Associate Superintendent	
Organizational Development (602) 542-3069	

Mission:

To serve Arizona's education community, ensuring every student has access to an excellent education.

Description:

The Department is administered by the Superintendent of Public Instruction, an elected position. The Superintendent, in conjunction with the State Board of Education, leads the State in developing and implementing educational guidelines and standards. The Superintendent oversees direct services to 237 locally-governed school districts, including 13 vocational districts and 9 accommodation districts. The Superintendent, in conjunction with the State Board for Charter Schools, oversees 422 charters. The Department executes the educational guidelines through evaluation, training, school improvement assistance, dissemination of information, and administration and allocation of funds. The Department also serves as the primary source for information on the status and needs of the public school system.

EDA 1.0	Program Summary
OFFICE OF THE SUPERINTENDENT	
John Huppenthal, Superintendent of Public Instruction	
(602) 542-2843	
A.R.S. § Title 15 et seq.	

Mission:

To serve Arizona's education community, ensuring every student has access to an excellent education.

Description:

Innovative Learning is a subprogram created by State Superintendent John Huppenthal. The subprogram focuses on developing and implementing breakthrough transformative school models. These models focus on personalized, adaptive programs utilizing technology in an attempt to accelerate student achievement.

The Policy Development and Government Relations Office is focused on representing the department to all levels of local, state, and federal government. Policy Development and Government Relations keeps policymakers informed of the Department's perspective on issues affecting K-12 education, while keeping internal customers informed of what changes are necessary to comply with state or federal policy changes. Policy Development and Government Relations also develops and disseminates guidance and technical assistance to the department's external customers as necessary.

The Communications Office oversees ADE's communications, constituent services, marketing, conference planning and special projects. To accomplish its objectives, the Communications Office emphasizes and facilitates highly effective communication, collaboration and a commitment to excellence in all that ADE does.

◆ Goal 1 To increase customer satisfaction

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Internal (overall) customer satisfaction rating for Policy Development and Government Relations	3.63	3.82	3.83
Explanation:			

Internal customer satisfaction rating on Policy Development and Government Relations timeliness of information delivery	3.89	3.92	3.93
Explanation:			
Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Expand FreeThrows math fluency software to additional sites.	30	61	70
Explanation:			
External customer overall satisfaction rating for Innovative Learning	4.42	4.16	4.50
Explanation:			
Evaluate personalized, adaptive, digital programs for pilot opportunities.	6	3	3
Explanation:			
Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Increase Internal satisfaction rating for ADE's website (on a 1.0 - 5.0 scale)	3.94	4.15	4.30
Explanation:			
Increase Constituent Services' e-mail satisfaction rating for e-mail responses (on a 1.0 - 5.0 scale)	4.59	4.65	4.70
Explanation:			
Increase satisfaction rating for external conference operations and management (on a 1.0 - 5.0 scale)	4.49	4.55	4.60
Explanation:			

EDA 2.0	Program Summary
STATE BOARD OF EDUCATION / VOC AND TECH EDUCATION	
Vince Yanez,	
State Board of Education (602) 542-5057	
Arizona State Constitution, A.R.S. § 15-201-231	

Mission:

To aggressively set policies that foster excellence in public education.

Description:

The State Board of Education meets at least ten times annually to supervise and regulate the conduct of the public school system. A.R.S. § 15-203 articulates the Board's powers and duties, which indicate that the Board shall set statewide education policy for our K-12 schools. The State Board for Vocational and Technological Education meets at least three times annually to supervise and regulate the conduct for vocational and technological education in the public school system.

◆ Goal 1 To set fair and reasonable policies and standards that foster excellence in public education.

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of Arizona high school students who enter 9th grade and graduate within four years	77	80	82
Explanation: Fiscal Year data represents class cohort from 1 year previous (i.e. FY 2011 = Class of 2010).			

◆ Goal 2 To ensure student safety by investigating and taking appropriate action on complaints made against professional educators.

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Number of investigative cases closed	317	300	310
Explanation:			
Adjudications by State Board of Education	66	110	70
Explanation: Adjudications - cases presented to and voted on by board members.			
Evaluation completion date for all submitted K-3 Literacy Plans (A.R.S. 15-211)*	March	January	January
Explanation: *completion date by scheduled board meeting of indicated month			

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EDA 3.0	Program Summary
	ADMINISTRATION
Elliott Hibbs, Deputy Superintendent (602) 364-2347 A.R.S. § 15-231-15-272, P.L. 107-110	

Mission:

To serve Arizona's education community, ensuring every student has access to an excellent education.

Description:

The Administration program provides the support for efficient and effective operations through Business and Finance, Information Technology, Human Resources and Building Operations. This Program provides the facilities and technology infrastructure, fiscal management and controls, guidance and supplies necessary to accomplish the daily operations of the Agency. Its duties involve obtaining and managing a competent workforce and ensuring a high level of customer service is provided to assist in accomplishing the overall Agency mission. In addition, the Health and Nutrition Services program under this area provides cash assistance and donated foods to serve nutritionally adequate meals to children in schools, preschools, day care centers and homes. Lastly, the auditing of school Average Daily Membership (ADM) reports and monitoring responses to single audit findings is conducted through this area.

This Program Contains the following Subprograms:

- ▶ Business and Finance
- ▶ Information Technology
- ▶ Research and Evaluation
- ▶ Health and Nutrition Services

EDA 3.1	Subprogram Summary
	BUSINESS AND FINANCE
Ross Begnoche, Chief Financial Officer Business and Finance (602) 542-7883 A.R.S. § 15-251-15-272, P.L. 107-110	

Mission:

To provide exceptional customer support in a safe work environment through a commitment to continual process improvements with timely, efficient, and cost effective financial, procurement, distribution, facility, printing, human resources, payroll, audit and organizational development services to the Arizona Department of Education and its customers, ensuring compliance with Federal, State and Agency laws, regulations and policies.

Description:

The Business and Finance subprogram is responsible for providing financial, procurement, audit, building operations and distribution, human resources, and organizational development support services to the Agency. Financial services include budgeting, accounting, grants management, and audit functions. The Audit Unit administers external ADM audits and internal audits. Procurement services include contracts management and purchasing. Building operations and distribution include facilities, print shop, and central mail distribution functions. Human resource services include personnel and payroll functions. Organizational development services include Agency Plan development and implementation, internal/external surveys, and process improvement functions. These administrative functions are centralized to ensure efficient and effective operational support to the agency, and consistent application of state, federal and agency rules, regulations, guidelines, and procedures.

- ◆ **Goal 1** To provide accurate and helpful information to the public.

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
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Percent of 'Out of Compliance' completion reports in the Grants Management Enterprise system	6	9	9
Explanation:			
Properly completed external maintenance requests completed within 3 days (%)	98.2	98.0	98.5
Explanation:			
Average turnaround time on pending classification position actions (in weeks)	2.82	4	4
Explanation:			
Percent of paychecks with no ADE HR or Payroll staff-related errors	99.91	99.75	99.75
Explanation:			
Percent of Single Audit Findings resolved within the required six-month timeframe	99	85	85
Explanation:			
Perform at least 18 federal fiscal monitoring audits of school districts and charter schools by June 30th of each year	18	18	18
Explanation:			
Issue preliminary draft audit reports of at least 9 Average Daily Membership (ADM) audits to the audited school districts and charter schools during FY 2014, including at least one on-line school.	6	9	9
Explanation:			
Number of print jobs completed on time.	94.01	93.7	94.9
Explanation:			

- ◆ **Goal 2** To improve employee and customer satisfaction.

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Internal customer overall satisfaction rating for Business and Finance services	3.67	4.05	4.15
Explanation:			
Percent of internal customers rating satisfaction excellent for Building Operations services	38	43	44
Explanation:			
* Measure revised to track percent indicating excellent instead of overall average rating			
Internal customer overall satisfaction rating for Human Resources services	3.91	4.03	4.15
Explanation:			
Internal customer overall satisfaction rating for Organizational Development services	3.83	3.90	4.00
Explanation:			
Overall external customer satisfaction rating	3.54	3.60	3.70
Explanation:			
Percent of employees rating ADE as "Outstanding"	22.7	22	25
Explanation:			
Overall employee satisfaction rating	3.73	3.75	3.80
Explanation:			

EDA 3.2	Subprogram Summary
	INFORMATION TECHNOLOGY
Mark Masterson, Chief Information Officer Information Technology (602) 542-3542 A.R.S. § 15-251-15-272, P.L. 107-110	

Mission:

To provide information technology application development, and consulting services for integration of off-the-shelf services or custom development, while ensuring network and operations capability, exceeding the expectations of both internal and external education stakeholders.

Description:

The Information Technology (IT) subprogram is an internal supply organization that manages the agency's overall Information Management

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Initiatives focused on Arizona Department of Education internal and external education stakeholders demands and Service Level Agreements. This is accomplished while working with the agency business units data stewards. Based on the demands of the customer, the IT subprogram will set and implement guidelines to ensure data quality and maximize technology resource utilization. The primary activities that IT supports stakeholders with are data collection, use, security, storage, integration, and reporting. Upon request the IT subprogram provides technical assistance to enable all of Arizona's educational stakeholders to effectively utilize ADE's offered services and information. The IT subprogram recommends policy changes based on best in class technology services to maximize service for Arizona K-12 Local Education Agencies (LEAs). IT subprogram is responsible for the State Longitudinal Data Service that provides statewide P-20 education stakeholder reporting services. Lastly, IT collaborates with strategic partners to provide timely information needed to support reporting and decision-making by education stakeholders (educators, the Arizona legislature, State government, Federal government, business groups, researchers, parents, students, etc.).

◆ **Goal 1** To ensure customer business success

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Service availability on critical applications at 99.75% uptime	99.87	99.75	99.75

Explanation:

◆ **Goal 2** To insure customer system availability

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Meet/exceed baseline target of 57% for First Call resolution by Support Center.	71.8	85	85

Explanation:

◆ **Goal 3** To increase quality of customer delivery

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Deploy 92% of all production changes on time and performing as designed	87.8	92	92

Explanation:

EDA 3.3	Subprogram Summary
	RESEARCH AND EVALUATION
	Carrie Giovannone, Deputy Associate Superintendent
	Research and Evaluation (602) 364-1994
	A.R.S. § 15-743, 15-746, P.L. 107-110

Mission:

To serve the Arizona Department of Education and Arizona's education system by providing reliable and valid research, evaluation of various education initiatives and the academic performance of Arizona's students, public schools and LEAs.

Description:

The ADE Research and Evaluation subprogram conducts research on pertinent issues for the ADE, performs program evaluations for various divisions with the ADE, and completes all state and federal deliverables for the ADE accountability system. We carry ourselves in a professional manner to foster ongoing working relationships within ADE as well as the community at large. We serve the ADE and ultimately, the public education system, throughout Arizona providing empirical and qualitative research that is reliable and valid fostering community understanding of the relevance of research and evaluation.

This includes the design and the publication of Achievement Profiles, which are a research-based method of analysis for evaluating school performance. These profiles, called A-F Letter Grades, are used to designate all public schools as A, B, C, D or F schools. The results are evaluated for the purpose of fostering school improvement.

◆ **Goal 1** To issue, on time, valid and reliable evaluations of school and student performance as required by State and Federal

statutes.

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of students in grade 3 meeting or exceeding state academic standards in AIMS reading	75	*	*
Explanation: * Establishing new baseline using PARCC assessment in FY 14			
Percent of students in grade 3 meeting or exceeding state academic standards in AIMS math	68	*	*
Explanation: * Establishing new baseline using PARCC assessment in FY 14			
Percent of students in grade 10 meeting or exceeding state academic standards in reading	83	*	*
Explanation: * Establishing new baseline using PARCC assessment in FY 14			
Percent of students in grade 10 meeting or exceeding state academic standards in writing	70	*	*
Explanation: * Establishing new baseline using PARCC assessment in FY 14			
Percent of students in grade 10 meeting or exceeding state academic standards in math	62	*	*
Explanation: * Establishing new baseline using PARCC assessment in FY 14			
Percent of students in grade 2 performing at or above the 50th percentile on norm-referenced reading test	40	42	44
Explanation:			
Percent of students in grade 2 performing at or above the 50th percentile on norm-referenced math test	57	59	61
Explanation:			
Percent of students in grade 9 performing at or above the 50th percentile on norm-referenced reading test	64	66	68
Explanation:			
Percent of students in grade 9 performing at or above the 50th percentile on norm-referenced math test	71	73	75
Explanation:			

◆ **Goal 2** To provide accurate and helpful information to the public.

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
External customer overall satisfaction rating	3.60	3.70	3.80

Explanation:

EDA 3.4	Subprogram Summary
	HEALTH AND NUTRITION SERVICES
	Mary Szafranski, Deputy Associate Superintendent
	Health and Nutrition Services (602) 542-8709
	Nat. School Lunch and Child Nutrition Acts, P.L. 108-265

Mission:

To assist schools and organizations toward improving the health and the nutrition of students so they may benefit from the educational process and achieve their full potential.

Description:

The Health and Nutrition subprogram provides cash assistance and donated foods to serve nutritionally adequate meals to children in schools, preschools, day care centers and homes. Over two-thirds of the children served are low income, based on free and reduced-income eligibility status. The free and reduced status is based on the federal poverty guidelines and is an indicator of a child's at-risk status. Training, technical assistance compliance reviews are conducted to ensure nutrition integrity and fiscal accountability as prescribed by the United States Department of Agriculture.

The Health and Nutrition subprogram includes various programs and the meals served in these programs are planned to meet the U.S. Dietary Guidelines for Americans. These Guidelines provide advice about food choices that promote health and prevent disease, encouraging an increased

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intake of fruits, vegetables and grains, while limiting fat, salt and sugar. These programs include: the National School Lunch Program, the After School Snack Program, the School Breakfast Program, the Child and Adult Care Food Program, the Summer Food Service Program, the Food Distribution Program, the Special Milk Program, and the Fresh Fruit and Vegetable Program.

- ◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations.

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of Child and Adult Food Care Program Sponsor reviews with no serious deficiencies	94	95	95
Explanation:			
Percent of Food Service Management Contracts in program compliance with invoicing SFAs	85	87	89
Explanation:			
Percent of claims reimbursed within 45 days	100	100	100
Explanation:			
Overall external customer rating on Operations services	4.15	4.25	4.28
Explanation:			
Overall external customer rating on Food Distribution services	4.32	4.34	4.36
Explanation:			
Overall external customer rating on School Nutrition Program services	4.16	4.18	4.20
Explanation:			
Overall external customer rating on School Health Program services	3.74	3.86	4.00
Explanation:			
Overall external customer rating on CACFP services	4.08	4.10	4.12
Explanation:			

EDA 4.0	Program Summary
	SCHOOL FINANCE
	Lyle Friesen, Deputy Associate Superintendent
	School Finance (602) 542-8250
	A.R.S. § 15-185, 15-901-917, 15-941-15-1033, 37-521

Mission:

To administer state aid, monitor financial compliance, and provide prompt customer service while collecting and analyzing data on publicly funded schools for state aid payments, accountability to the public, and other statutory requirements.

Description:

The School Finance program disburses equalization assistance (Basic State Aid) to school districts and charter schools. Equalization assistance is designed to provide equitable per-pupil funding among school districts and charter schools for maintenance and operational and instructional needs. Equalization assistance is based on the district or the charter school's student count (Average Daily Membership) and funding levels set in statute. In addition to equalization assistance funding, traditional public school districts also receive a portion of their basic funding from a local tax levy on the property within their boundaries.

This program also disburses other special formula funding for the following programs: (1) Additional State Aid (Homeowner's Rebate Program); (2) Assistance to School Districts (education of children whose parents or legal guardians are employed by certain state institutions); (3) Certificate of Educational Convenience (education of certain children outside of the district in which they live); (4) Special Education and Residential Vouchers; (5) Permanent and Institutional Vouchers; (6) County Jails and Detention Centers; (7) Juvenile Corrections and Adult Corrections; and (8) Classroom Site Fund (additional funds for teacher compensation and other purposes authorized by voter approval of Proposition 301 in the November 2000 General Election).

Financial compliance is monitored by this program through statutory testing of school district budget limits and analysis of required reports and data submitted by school districts and charter schools. The data is submitted electronically through the Student Accountability Information System (SAIS) for purposes of calculating equalization assistance and budget limits as applicable for publicly funded educational entities. Expenditures of school districts are monitored for statutory compliance and school districts are assisted in the resolution of non-compliance issues.

Further, this program collects data to meet reporting requirements for the federal Common Core of Data. In addition, it provides education related data to other governmental agencies and taxpayers as requested and/or required.

- ◆ **Goal 1** To provide timely and reliable customer service.

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of Instructional Improvement Fund (IIP) payments made on a quarterly basis	100	100	100
Explanation:			
* payment schedule modified to semi-annual basis			
Percent of Classroom Site Fund payments made on a monthly basis	100	100	100
Explanation:			
Number of days to process budget analysis from July 18	77	77	77
Explanation:			

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
External customer overall satisfaction rating	3.69	3.74	3.78
Explanation:			

EDA 5.0	Program Summary
	HIGHLY EFFECTIVE SCHOOLS
	Marv Lamer, Associate Superintendent
	Highly Effective Schools (602) 542-4288
	A.R.S. § 15-531-15-551, 15-704, 15-919-15-920, P.L. 107-110

Mission:

To promote the development and the implementation of quality education for all learners by providing quality services and resources to schools, parent groups, government agencies, and community groups to enable them to achieve their goals.

Description:

The Highly Effective Schools Division provides funding, technical assistance, and resource coordination to local education agencies and public/private organizations in their administration of preschool to adult programs. It also provides development opportunities to teachers and administrative professionals and supports local efforts focused on parental and community involvement. This Division includes efforts aimed at: (1) Providing Career and Technical Education services to high school students and community colleges; (2) Coordinating services for a seamless transition of students to postsecondary education and employment; (3) Addressing the needs of youth who face barriers to employment; (4) Fostering educational excellence for students with disabilities between the ages of 3 years and 22 years; (5) Serving children whose economic, cultural, or intellectual situations create the need for alternatives offered through support programs that improve academic achievement; (6) Providing support to schools, families, and communities in implementing programs that assist all children from birth to become successful lifelong learners; (7) Providing funding, technical assistance, and resource coordination to assist schools in implementing effective behavior, health, and safety programs; (8) Offering enrichment opportunities to help students further their academic achievements; and (9) Using available opportunities to recognize the achievement of excellence by students or educational professionals.

This Program Contains the following Subprograms:

- ▶ Exceptional Student Services
- ▶ School Improvement and Intervention
- ▶ Career and Technical Education
- ▶ Title I
- ▶ Emergent Student Services

EDA 5.1	Subprogram Summary
EXCEPTIONAL STUDENT SERVICES	
Angela Denning, Deputy Associate Superintendent	
Exceptional Student Services (602) 354-2281	
A.R.S. §15-236, 15-761-15-774, 15-881, 15-1181-15-1205, IDEA	

Mission:

To promote the development and the implementation of quality education for students with disabilities.

Description:

The Exceptional Student Services (ESS) subprogram fosters educational excellence for students with disabilities between the ages of 3 years and 22 years by promoting program improvement to support the achievement of individual student goals, state education standards, and compliance with Arizona and federal government requirements for special education. The initiatives that support this mission are: (1) Administrative Support, which includes conflict resolution, office management, assistive technology, and school-to-adult-life transition; and (2) Program Support, which includes accountability and technical assistance, "Child Find" and family involvement, a comprehensive system of personnel development, and secure care education (education of special educational needs children who are in correctional facilities).

ESS provides professional development and technical assistance to public education agencies (PEAs) throughout the state. These supports are provided in an effort to build the capacity of each PEA.

The Comprehensive System of Personnel Development (CSPD) staff support all Arizona districts and charter schools with teacher recruitment, retention and professional development. Professional learning opportunities in mathematics, reading, behavior, autism and coaching are offered around the state. Capacity Building Grants were awarded to school teams to attend trainings.

21st Century Community Learning Centers (21st CCLC):

This federally-funded program supports after-school community learning centers that operate primarily on school campuses statewide. Services include academic intervention and enrichment activities along with a broad array of youth development opportunities, designed to help students meet the core standards in academic subjects such as language arts and math. These after-school and summer classes complement the students' regular school day program. The 21st CCLC programs primarily serve students (and their families) who attend high-poverty and low-performing schools. In addition, other educational services are offered to family members of students participating in the program in order to further engage parents in their students' learning and achievement goals.

- ◆ **Goal 1** To ensure that all students with disabilities have access to an excellent education

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of students with IEPs graduating from high school with a regular diploma*	*	68	70
Explanation: *data reported summer 2013			
Percent of children with IEPs scoring at or above proficient in reading as measured by the state approved standardized assessment	*	42	44
Explanation: *data reported summer 2013			

Percent of children with IEPs scoring at or above proficient in math as measured by the state approved standardized assessment	*	31	33
Explanation: *data reported summer 2013			
Annual special education director specialist satisfaction survey overall rating	3.6	3.80	3.85
Explanation:			
Annual external customer overall satisfaction rating	3.99	4.25	4.25
Explanation:			
21st CCLC annual external customer overall satisfaction rating	4.39	4.50	4.50
Explanation:			

EDA 5.2	Subprogram Summary
SCHOOL IMPROVEMENT AND INTERVENTION	
Dan Brown, Deputy Associate Superintendent	
School Improvement and Intervention (602) 364-2281	
A.R.S. § 15-241, 15-741.01, 15-809, P.L. 107-110	

Mission:

To support rapid sustained student improvement.

Description:

School Improvement and Intervention (SII) addresses the needs of schools that are in improvement as part of the State and Federal Accountability Systems. A differentiated State System of Support with an emphasis on building capacity of the LEA/Charter Holder to support continuous improvement at both LEA and school level has been developed. The differentiated system of support includes technical assistance, professional development, progress monitoring and compliance monitoring.

Technical assistance includes:

- Distributing federal school improvement dollars
- Solutions Team visits to conduct Systems Audits
- Contact via face-to-face visits, phone calls, emails
- Topic-specific webinars
- Pre-screened list of external providers
- Achievement Oversight Committee consisting of program specialists from other ADE sections
- Electronic resources that include:
 - o Materials for conducting continuous improvement planning
 - o Guidance in the use of external providers, of Arizona LEA Tracker (ALEAT)
 - o Materials for complying with state and federal requirements once in improvement

Professional development includes Quarterly Trainings for all schools in improvement, Turnaround Leadership Training and electronic learning through GoToMeeting.

Progress monitoring involves quarterly site visits to identify level of implementation and monitoring tools that includes a Data Workbook, Reflective Summary and Progress Monitoring Instrument. SII also makes available an online planning tool developed by Center on Innovation and Improvement called Indistar.

Compliance monitoring involves both programmatic and fiscal areas. Programmatic compliance monitoring is accomplished alongside the progress monitoring described above, through site visits and document collection. Fiscal compliance monitoring is accomplished through single-site visits and a robust grants management process.

The AZLEADS unit provides high quality, intensive professional development to administrators throughout the state by supporting superintendents, principals, and other administrators in all school settings in their efforts to improve school improvement. This is accomplished by providing an array of best practices leadership trainings which are highly practical in their

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application for all levels of school leaders.

- ◆ **Goal 1** To provide technical assistance and training for districts and schools to improve effectiveness

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
External customer overall satisfaction rating	4.23	4.63	4.73
Explanation:			
Complete at least 95% of scheduled monitoring visits to SIG/Priority schools on time	97	95	95
Explanation:			
Percent of Principal Institute schools improving or holding steady AIMS Reading scores	82	70	70
Explanation:			
Percent of Principal Institute schools improving or holding steady AIMS Math scores	72	60	60
Explanation:			

EDA 5.3 **Subprogram Summary**
CAREER AND TECHNICAL EDUCATION
Dan Brown, Deputy Associate Superintendent
Career and Technical Education (602) 364-2281
A.R.S. § 15-781-15-790, P.L. 109-270

Mission:

To prepare Arizona students with academic and technical skills for career and college readiness.

Description:

The Career and Technical Education (CTE) subprogram at the Arizona Department of Education oversees all State and Federal funding specifically earmarked for all secondary and postsecondary CTE programs designed to prepare individuals for postsecondary education and transition to employment in current or emerging careers. This subprogram directs and is responsible for the quality of all CTE programs under secondary and postsecondary districts, all CTE programs under Joint Technical Education Districts (JTED), as well as programs under the Workforce Investment Act (WIA). This includes oversight of over \$26.5 million of Carl Perkins and Learn and Serve Federal funding, \$11 million of State Block Grant funding, \$80 million of JTED funding and WIA funds. The subprogram is responsible for assuring quality and compliance with all associated Federal and State legislation for CTE funding, including budgeting and directing funds to specific programs, providing reports to Federal and State entities, collecting, analyzing and reporting related data, including performance measures, and establishing fiscal accountability for funds.

The CTE subprogram is also responsible for directing the development and approval of quality CTE programs in 38 program career areas leading to placement of students in postsecondary education and/or into employment. The subprogram directs development of occupational standards which not only meets occupational needs and employability skills but in particular also focuses on related academic skills and standards. Leadership is provided for curriculum, assessment development, and dissemination of materials, professional development, including pedagogy, and articulation of secondary to postsecondary education through Tech Prep and other strategies.

The CTE subprogram directs CTE research and assessment, which supports the need for specific programs based on labor market information, and collects, reports and analyzes data for districts and other entities in order to provide accurate information and industry evaluation for continuous improvement of CTE programs. The CTE subprogram also supports implementation of new and emerging programs such as those in the Science, Technology, Engineering and Math (STEM) cluster, and the Bioscience areas, based on research in Arizona services workforce strategy by Battelle. The subprogram works with stakeholder groups and establishes partnerships with agencies and business and industry to develop quality

initiatives and goals through WIA and other partners in carrying out programs which will articulate with secondary and postsecondary education. The subprogram gives direction to identification of priorities, such as specific occupations or work-based learning, to align with labor market and business and industry needs into the future.

The subprogram oversees and conducts all Federal compliance reviews for CTE programs through Office of Civil Rights, as well as Service Learning programs through a Federal Learn and Serve grant. The co-curricular CTE student organizations, such as FFA and Skills USA, also function under this subprogram to provide students with leadership and community development skills. Technical assistance in implementation and continuous improvement of quality CTE programs including the previously described initiatives is provided to all districts offering approved CTE programs.

- ◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of career and technical education students graduating high school	*	85	86
Explanation:			
* Data available Oct 2013			
Percent of career and technical education program concentrators passing Arizona CTE Assessment aligned with industry-recognized standards	*	73	74
Explanation:			
* data available Oct 2013			
Percent of CTE students placed in school, job or military after graduation	*	58	59
Explanation:			
* Data available Oct 2013			
External customer overall satisfaction rating	4.25	4.35	4.4
Explanation:			

EDA 5.4 **Subprogram Summary**
TITLE I
Nancy Konitzer, Deputy Associate Superintendent
Title I (602) 542-7470
P.L. 107-110

Mission:

To support the implementation of the Federal Title I Grant for Arizona's System of School Support in order to impact teaching and learning in Kindergarten through 12th grade classrooms so that educationally disadvantaged students achieve high academic success.

Description:

Title I, under the Elementary and Secondary Education Act, provides financial assistance to local educational agencies to meet the needs of educationally deprived children at preschool, elementary, and secondary school levels who are in low income areas. The purpose of this Title I funding is to help all children achieve the state's academic standards. This is accomplished through supplemental programs that consist of instructional services, instructional support services, school wide reform efforts, and increased involvement of parents in their children's education.

School Safety and Prevention:

The School Safety and Prevention (SS&P) Unit provides resources for safe and supportive learning environments, specifically funding, training, and technical assistance. These are provided to districts and charter schools for the implementation of evidence-based strategies that: prevent violent behavior, substance use, STD infection and pregnancy; promote social/emotional development; and create safe environments. The Unit is also responsible for grant oversight and data collection related to safety indicators for Arizona students.

- ◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
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Percent of districts in compliance in (Cycle 1) Federal indicator	91	97	97
Explanation:			
Percent of districts in compliance in (Cycle 2) Federal indicator	94	95	96
Explanation:			
Percent of districts in compliance in (Cycle 3) Federal indicator	82	90	95
Explanation:			
Percent of districts in compliance in (Cycle 5) Federal indicator	99	96	97
Explanation:			
Percent of districts in compliance in (Cycle 6) Federal indicator	100	99	99
Explanation:			
External customer overall satisfaction rating on the School Safety Program	4.26	4.3	4.34
Explanation:			
Maintain the percent of S3 schools with Action Plans aligned to State Plan (100% in 2012)	100	100	100
Explanation:			

EDA 5.5 Subprogram Summary
EMERGENT STUDENT SERVICES
 Ralph Romero, Deputy Associate Superintendent
 Migrant and Latino Outreach (602) 542-7455
 A.R.S. § 15-1241, P.L. 89-329, P.L. 101-610, P. L. 107-110

Mission:

To serve Local Education Agencies (LEAs) in accessing quality educational programs to serve Arizona's diverse school populations through technical assistance, timely allocation and distribution of program funds, monitoring state and federal grants, and providing data collection related to school safety to ensure that every child has access to a safe school environment and an excellent education.

Description:

The Emergent Student Services Sub-Program serves Arizona's diverse school populations through a variety of targeted initiatives provided by several Units within the Sub-Program. These include:

The Outreach Unit:

The Outreach Unit serves children whose cultural or economic situation challenges the educational system. The Outreach Unit distributes federal funds: (1) to provide equal access to education for homeless children; and (2) to offer activities that will lead to effective integration and education of refugee children.

Migrant Education:

The Migrant Education Program (MEP) is a federally funded, state-operated program under the Elementary and Secondary Education Act (ESEA) that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers.

Character Education:

The Character Education program is dedicated to being a leader and model state for character education by providing voluntary education and training through Providers on the character qualities of attentiveness, caring, citizenship, compassion, diligence, discernment, forgiveness, generosity, gratefulness, initiative, orderliness, respect, responsibility, sincerity, trustworthiness, virtue, and wisdom, to educators, leaders of youth nonprofit organizations, children and their families in Arizona. This is made possible through collaborations with businesses, educators, community organizations, the State of Arizona, state and local agencies that deal with parents and youth, youth sports programs and all stakeholders that work with youth.

Office of Indian Education:

The Office of Indian Education/Emergent Student Services administers the Johnson-O'Malley Program to meet the educational and cultural needs of

participating LEAs, and implements A.R.S. 15-244, Indian Education Act Administration. Service is provided in a variety of areas, including: Title I Technical assistance to reservation districts; monitoring activities of LEAs and schools with high Native American enrollment; conferences and training; research/reporting; parental involvement; liaison services between the Tribal governments and the ADE through facilitation of intergovernmental discussions, partnerships, and engagement in AZ Commission on Indian Affairs meetings and Tribal events.

◆ Goal 1 To provide timely and reliable customer service

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of Character Education participants indicating a decrease in disciplinary referrals	41	45	50
Explanation:			
Percent of Character Education participants indicating improvement in school climate	73	75	78
Explanation:			
External customer overall satisfaction rating on Migrant Education	4.37	4.70	4.73
Explanation:			
External customer overall satisfaction rating on Education for Homeless Children and Youth	4.61	4.65	4.70
Explanation:			
External customer overall satisfaction rating on the Indian Education	3.0	3.1	3.2
Explanation:			
External customer overall satisfaction rating of the Refugee Education	4.38	4.40	4.45
Explanation:			

EDA 6.0 Program Summary
HIGHLY EFFECTIVE TEACHERS AND LEADERS
 Karen Butterfield, Associate Superintendent
 Highly Effective Teachers and Leaders (602) 364-1957
 A.R.S. § 15-531-15-551, 15-919-15-920, P.L. 107-110

Mission:

To improve student achievement by ensuring all teachers and leaders are highly effective through rigorous preparation, professional development and ongoing support.

Description:

The Highly Effective Teachers and Leaders (division) Program provides technical assistance and support to Arizona's schools and local education agencies (LEAs) through Title IIA and related federal grant programs, state certification, professional development, teacher and principal evaluation, and the Arizona Charter Schools federal grant Program.

This Program Contains the following Subprograms:

- ▶ Office of Arizona Charter Schools Programs (AZCSP)
- ▶ Educator Excellence/Title II - A

EDA 6.1 Subprogram Summary
OFFICE OF ARIZONA CHARTER SCHOOLS PROGRAMS (AZCSP)
 Mark Francis, Deputy Associate Superintendent
 AZCSP (602) 542-4020
 A.R.S. § 15-181-15-189.03

Mission:

To ensure High-Quality Educational Choices by Selecting, Monitoring, and Assisting Transformative Leaders

Description:

The Arizona Charter School Program (AZ CSP) is a competitive start-up grant that supports visionary leaders who will form charter schools which

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will improve student achievement to high academic standards and improve high school student achievement and graduation rates. Special preference will be awarded to those leaders who form schools in urban and rural areas with a history of poor academic performance.

◆ Goal 1 To ensure high-quality educational choices

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Number of applicants to Aspiring Leadership Fellowship	30	40	*
Explanation:	* Grant ends after 2014		
Number of high schools serving at-risk populations	40	42	*
Explanation:	* Grant ends after 2014		

EDA 6.2 **Subprogram Summary**
EDUCATOR EXCELLENCE/TITLE II - A
 Todd Peterson, Deputy Associate Superintendent
 Educator Excellence (602) 364-2294
 A.R.S. § 15-531-15-551, 15-919-15-920, P.L. 107-110

Mission:

To improve student achievement in public education through high quality professional development; educator certification, credentialing, and evaluation; and other support initiatives to promote effective teachers and administrators while embracing internal and external customer service.

Description:

The Educator Excellence Section with the Highly Effective Teachers and Leaders Division consists of the following units: Effective Teachers and Leaders (formerly known as Title IIA), Certification, and Professional Development & Capacity Building.

The Effective Teachers and Leaders (formerly known as Title IIA) unit is responsible for overseeing the implementation ESEA federal legislation for achieving the goal of having a highly qualified/effective teacher in every classroom, achieving equitable distribution of effective teachers, working collaboratively with stakeholders and Institutions of Higher Education to design and implement a rigorous professional preparation program approval process and rigorous educator assessments based on the AZ professional educator standards, assisting LEAs with meeting federal and state requirements for principal and teacher evaluation, and overseeing pay for performance initiatives.

The Certification unit certifies teachers, administrators, speech language pathologists, speech language technicians, school psychologists and guidance counselors. The unit provides technical assistance regarding certification statutes and state board rule to the field in the form of on-site visits, phone calls, counter service and emails. The Certification unit also implements new certification rules that have been created through legislation.

The Professional Development & Capacity Building unit delivers and provides assistance to Arizona educators, LEAs, and other ADE divisions in the design, implementation, and evaluation of high quality and targeted Professional Development Leadership Academies (PDLA), coordinates projects with the County Education Service Agencies (ESAs) and Regional Centers, annually administers the Standards Assessment Inventory (SAI) survey statewide, and coordinates the Professional Development Team of Arizona's Common Core Standards cross-functional work team.

◆ Goal 1 To provide timely and reliable customer service

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Reduce from 10 days the average processing time of certification services requiring an evaluation.	11*	11	8
Explanation:	* Temporary increase in processing time anticipated in response to implementation of new certification system		

Maintain at least a 4.5 customer service satisfaction rating at the counter and for outreach services	4.5	4.5	4.5
Explanation:			

◆ Goal 2 To ensure the quality of Arizona's educators through evaluation and certification

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of Title II-A applications/amendments reviewed by program specialists within 10 days of being submitted to the ADE within the existing grants management system	97.6	98.5	99
Explanation:			
Increase the percent of core academic teaching positions taught by highly qualified teachers within the state	97.1*	99	99.2
Explanation:	*Preliminary number		

EDA 7.0 **Program Summary**
HIGH ACADEMIC STANDARDS FOR STUDENTS
 Kathy Hrabluk, Associate Superintendent
 High Academic Standards for Students (602) 364-1985
 A.R.S. § 15-241, 15-751-756.01-.13, 15-910, 41-1279.03, P.L. 107-110

Mission:

To build the capacity of Arizona's educators working with young children through grade 12, to make informed instructional decisions that promote high academic achievement for all students and a quality educational system. Providing timely and relevant data, professional development, technical assistance, monitoring, collaborative partnerships, support and leadership ensures all Arizona students will be college and career ready.

Description:

The High Academic Standards subprogram provides leadership in the development of K-12 Academic Standards, Early Childhood Education Standards and English Language Proficiency Standards along with ongoing support for the effective implementation of these standards at the local level. The content experts within the subprogram provide guidance documents, professional development and technical assistance to Arizona educators to ensure that educators have the necessary information to provide effective instruction. The High Academic Standards subprogram provides support specifically to educators and classrooms providing instruction to K-12 students, K-12 English Language Learners and young students ages 3-5 in early education programs.

This Program Contains the following Subprograms:

- ▶ K-12 Academic Standards
- ▶ Early Childhood
- ▶ Title III - OELAS

EDA 7.1 **Subprogram Summary**
K-12 ACADEMIC STANDARDS
 Sarah Galetti, Deputy Associate Superintendent
 K-12 Academic Standards (602) 364-2810
 A.R.S. § 15-704, P.L. 107-110

Mission:

To provide Arizona K-12 educators with high quality, professional support in effectively implementing the Arizona Common Core Standards to ensure academic achievement of all students.

Description:

The K-12 Academic Standards section provides leadership in the development of the state's academic standards as well as support and assistance to schools in implementing the standards as adopted by the

Arizona State Board of Education. ADE-sponsored professional development and technical assistance in implementing these content standards are offered regularly for school/district teams, to ensure that all teachers have the skills they need to teach these standards effectively. Currently content specialists in both English Language Arts and Mathematics provide professional development and technical assistance to LEAs and schools on the rollout and implementation of the K-12 articulated Arizona Common Core Standards.

In addition content specialists provide support to LEAs on the AZ Response to Intervention (AZRTI) framework and the Arizona State Literacy Plan. This section also administers the Mathematics and Science Partnerships Program which focuses on improving teacher content and pedagogical content knowledge in mathematics and science. The Arizona Academic Standards section provides professional development, technical assistance and guidance to LEAs in meeting the requirements of the Move On When Reading state statute, which includes the development and submission of LEA literacy plans, the implementation of a multi-tiered system of reading instruction, and an analysis of state wide K-3 reading data to determine the success of students learning to read proficiently by the end of third grade. Academic content specialists provide professional development and technical assistance to LEAs receiving Race To The Top 3 grant funding.

- ◆ **Goal 1** To provide training and professional development to improve the effectiveness of standards based teaching and learning

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of LEAs completing ADE-sponsored Mathematics Standards professional development	55	75	80
Explanation:			
Percent of LEAs completing ADE-sponsored ELA Standards professional development	65	75	80
Explanation:			
Percent of K-12 teachers implementing Arizona Common Core standards	50	85	100
Explanation:			
Percentage of teachers reporting expanded content knowledge of K-3 reading instruction as a result of implementing Move On When Reading literacy plans	35	65	70
Explanation:			

EDA 7.2	Subprogram Summary
	EARLY CHILDHOOD
	Amy Corriveau, Deputy Associate Superintendent
	Early Childhood Education (602) 542-8706
	A.R.S. § 15-715, 15-771, 15-901.02, 15-1251, P.L. 107-110

Mission:

To provide leadership and support to schools, organizations, educators, families, and communities in implementing programs that assist all children from birth through age 8 years to become successful lifelong learners.

Description:

The Early Childhood Education section provides professional support to Arizona's early childhood educators and also participates in multiple partnerships designed to create quality learning environments and opportunities for young children. Specifically this section focuses on programs that include Preschool Special Education programs for children ages 3 to 5 years old with disabilities, Head Start programs, First Things First funded classrooms, federal Early Childhood Block Grant, and Title 1 preschools. Content specialists in this section also provide professional support to LEAs with kindergarten through grade three programs. The Early Childhood Education section supports school readiness and early learning success by encouraging the implementation of high quality program guidelines and educational standards. Local community programs are

provided access to resources, on-site support, funding, and opportunities for professional development to promote developmentally appropriate learning environments.

- ◆ **Goal 1** To ensure compliance with the Office of Special Education Programs requirements

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Overall customer satisfaction rating	4.97	4.50	4.60
Explanation:			
Percentage of preschool children in general education who made greater than expected gains in acquisition of knowledge and skills by 3%	*	73	74
Explanation:			
* Data not available for report			
Percentage of preschool children with disabilities who are functioning at a level comparable to same-aged peers in positive social-emotional skills by 3%	63.3	70	71
Explanation:			

EDA 7.3	Subprogram Summary
	TITLE III - OELAS
	Kelly Koenig, Deputy Associate Superintendent
	OELAS (602) 542-9689
	A.R.S. § 15-241, 15-751-756.01-.13, 15-910, 41-1279.03, P.L. 107-110

Mission:

To assist schools in providing services that support high academic success for English Language Learning (ELL) students.

Description:

The English Acquisition Services was established by Arizona Revised Statutes. This subprogram is authorized under the federal No Child Left Behind Act of 2001 (NCLB) and the federal Civil Rights Act to provide technical assistance to local educational agencies for their English Language Learner (ELL) students. In addition, pursuant to state laws A.R.S. § 15-751 through A.R.S. § 15-756.01, each school with enrolled ELL students must provide programs that allow these students to develop their skills in the English language and to give them the opportunity to meet Arizona Academic Standards. English Acquisition Services was formally established as the Office of English Language Acquisition Services on September 21, 2006, pursuant to A.R.S. 15-756.07.

The assistance that the English Acquisition subprogram provides to LEAs consists of the following: (1) Providing notification to local educational agencies of their requirements/responsibilities for compliance under federal and state statutes; (2) Providing notification to local educational agencies of their requirements/responsibilities in regards to Arizona Department of Education policy and as described under the Flores lawsuit; (3) Providing methods/technical assistance to local education agencies for identifying, assessing, re-assessing, re-classifying, and reporting on ELL students; (4) Providing information, materials, resources, and strategies for Structured English Language Immersion models; and (5) Providing professional development opportunities for teachers and administrators to ensure ELL student attainment of English language proficiency and the academic achievement through the use of Structured English Language Immersion (SEI) models, the state Compensatory Instruction Fund, Title III funding, and providing technical assistance for SEI budget calculation and submission; (6) Review and approve continuous improvement plans in ALEAT to ensure required Title III components have been addressed; (7) Review and recommend for Arizona State Board approval of SEI Endorsement Coursework; (8) Implement work of ELL Task Force.

- ◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
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Percent of annually identified 51 49 47

Corrective Action Follow-up LEAs in non-compliance with Federal and State requirements

Explanation:

◆ **Goal 2** To increase academic gains of students reclassified as FEP

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
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Percent of students reclassified as Fluent English Proficient (FEP)	22*	**	**
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Explanation: * New AZELLA test administered, preliminary result. ** Establishing new baseline.

EDA 8.0	Program Summary
ACCOUNTABILITY AND ASSESSMENT	
Leila Williams, Associate Superintendent	
Accountability and Assessment (602) 364-2811	
A.R.S. § 15-241, 15-741-15-747, 15-809, P.L. 107-110	

Mission:

To promote attainment of high academic achievement for all students through assessing, evaluating, and implementing effective assessments and the use of data to guide instructional practices.

Description:

The Accountability and Assessment program focuses on improving student achievement through development and administration of valid and reliable assessments which are used to make informed decisions about students, classroom practice, schools, and districts in Arizona.

This program includes Arizona's Adult Education which supports educational opportunities for adult learners who did not complete high school.

This Program Contains the following Subprograms:

- ▶ Assessment
- ▶ Adult Education

EDA 8.1	Subprogram Summary
ASSESSMENT	
Irene Hunting, Deputy Associate Superintendent	
Assessment (602) 542-5450	
A.R.S. § 15-741 - 15-742, P. L. 107-110	

Mission:

To develop and administer valid and reliable student assessment aligned to adopted state standards.

Description:

The Assessment Section provides statewide assessments to students, meeting both state and federal statutory requirements. The assessments are developed using Arizona educators, following nationally accepted scientific-based methods to produce valid and reliable assessments. In addition, Student Assessment supports the administration and reporting of National Assessment of Educational Progress (NAEP) and other international assessments given to Arizona students.

- Responsible for statewide assessment of students enrolled in Arizona Public Schools. Arizona's Instrument to Measure Standards (AIMS) is a Standards Based Assessment AIMS measures student proficiency of the Arizona Content Standards in Writing, Reading, Mathematics, and Science and is required by state and federal law. A normed-referenced assessment is required by state statute in reading, language arts, and mathematics in second grade and 9th grade. It measures a student's national percentile ranking in those areas.
- Arizona's Instrument to Measure Standards Alternate (AIMS A) is a Standards Based Assessment that measures student proficiency of the Alternate Arizona Academic Content Standards in Reading, Mathematics,

and Science. It meets federal requirements to assess students with significant cognitive disabilities.

- Arizona's English Language Learner Assessment (AZELLA) is a Standards Based Assessment that measures student's proficiency of the English Language Proficiency Standard. AZELLA meets both state and federal requirements in assessing the language proficiency of students identified as second language learners and determines placement for appropriate instruction.

- National Assessment of Educational Progress (NAEP) is a national assessment of academic content outlined in the NAEP Academic Frameworks. The assessments are given to a sample of students in Grades 4, 8 and 12. There are no individual student, school or district scores.

The Assessment Section continues to create support materials for use by educators, parents and students. Support for individual student needs is provided through the publishing of Student Guides and Sample Test on the ADE website. The State Board of Education adopted the Common Core Standards in Mathematics and English Language Arts June 28, 2010. The State is participating in a consortium of multiple states, Partnership for Assessment of Readiness for College and Careers (PARCC) which received a federal Race to the Top Assessment Grant for the development of a new technology based assessment system of the Common Core Standards. The PARCC assessment system will be operational 2014-2015.

Assessment collaborates closely with numerous other sections within ADE: Research and Evaluation, Standards, OELAS, Exceptional Student Services, and Informational Technology.

◆ **Goal 1** To develop relevant and accurate instruments to assess all Arizona students

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
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Percent of AIMS test questions without error on student assessment.	99.0	99.0	99.0
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Explanation:

Percent of administered AIMS tests that result in a valid score.	99.9	99.9	99.9
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Explanation:

Customer rating on administration of AIMS and Stanford 10	4.48	4.5	4.5
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Explanation:

Customer rating on administration of AIMS A	4.29	4.3	4.5
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Explanation:

Customer rating on administration of AZELLA	3.77	4.0	4.5
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Explanation:

EDA 8.2	Subprogram Summary
ADULT EDUCATION	
Karen Liersch, Deputy Associate Superintendent	
Adult Education (602) 364-2777	
A.R.S. § 15-234, 15-702, P.L. 105-220	

Mission:

To be the catalyst for increasing the quality of Adult Education in Arizona by raising expectations and providing leadership, support, and resources that enable service providers and students to excel.

Description:

The Adult Education subprogram ensures that adult learners who are at least 16 years of age have access to quality educational opportunities that will support them in their employment, job training, and higher education aspirations. This subprogram also assists adult learners in acquiring the knowledge and skills necessary for effective participation in society.

The adult learners are not enrolled nor required to be enrolled in secondary school when they participate in instruction in one or more of the following areas: 1) English Language Acquisition, 2) Adult Basic Education, 3) Adult Secondary Education, including ED Preparation, 4) Civics, and 5) Basic computer literacy skills.

Adult Education is a learner-centered, interactive process which values and supports the individual in defining and achieving personal goals through improvement in basic reading, writing, language and mathematics skills. Content is delivered through life skills so they can better function in their community, family and workplace environments.

The General Education Development (GED) Testing subprogram ensures equitable access to the GED examination for adult learners in pursuit of an Arizona High School Equivalency Diploma. The GED exam has been developed and validated by the General Educational Development Testing Service, a subdivision of the American Council of Education, and is administered by the Arizona Adult Education Services/GED Testing Office.

◆ **Goal 1** To increase academic achievement of learners age 16 and over

Performance Measures	FY 2013 Actual	FY 2014 Estimate	FY 2015 Estimate
Percent of learners age 16 and over increasing academic skills by two years	59	59	60
Explanation:			
Percent of learners age 16 and over achieving their goal of earning a High School Equivalency diploma	58	**	***
Explanation:	*Baseline changes as a result of change in federal reporting requirements. ** Implementation of new GED Test occurs halfway through FY2014. ***New baseline, full year for new GED Test aligned to Common Core State Standards.		
External customer overall satisfaction rating	4.0	4.21	4.22
Explanation:			
Percent of GED transcript request fulfilled in one business day	96	96	96
Explanation:			